BUSINESS COACHING COMPETENCIES

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ABSTRACT

The concepts of business coaching have taken into consideration in recent years. Training business coaching in order to live in a competitive world is the main focus of companies and organizations thoughts. But the point which is not evaluated and measured regarding to business coaching and its range in organizations specially the start-up ones is the concept of business coaching competences that is not defined clearly. The coaching competences are vast. According to the findings of the International Business Organization and the International Business Coaching Organization due to the studies about coaching competences and business coaching competences, 239 competences found for business coaching. On the other hand, the importance of business coaching and the effects on the organizations are dramatically increased. Obviously it is said that the business coaching is the most important factor in efficiency and charge decrease. Due to the mentioned points, this research examines the business coaching competences and its effects on the development of the start-up companies in Pardis High-tech Park. This is a descriptive operational study. The statistical society includes head managers, executive officers and the expert staff who are dealing with interoffice business coaching. In this study, 112 companies among all companies in Pardis High-tech Park and other start-up organizations available in Tehran are chosen by random sampling and from 200 questionnaires, 187 ones are collected. Questionnaire is used to collect required data for examining the hypotheses. At first KMO test was used for analyzing data to test the quality and Cronbach's Alpha was used for stability of the questionnaire. Then determining the confirmed factors and extracting them were done by spinning data through Matris Varimax and evaluating the factors of each data. Moreover, the Pearson test, linear Regression, appropriate data were used and afterward the hypotheses were evaluated by the structural equations. Finally all of the hypotheses were confirmed and the connection of known factors with business coach competences were extracted.

KEYWORDS: Competence, Business Coaching Competence, Start-Up & Business Coach Competence

Original Article

INTRODUCTION

If we probe into this valuable Plato's citation, "The creation and invention cause that the nullity changes into universe" so the whole arts are created and the artists are inventors." If we compare the mentioned point with Spenser's citation who believed that the most important goal of pedagogy is not education but the act learning, it is concluded that teaching action to people is the inventors' responsibility. This is the exact definition of coaching. In the organization and management theories and also in ation, human being has the main role more than before and the competetive organizations are inventable in getting novel approaches for human resources. Coaching is the talent management and it assists man to change behavior and conception in various types such as clinical, behavioral, systematic and social structuralism.

Hence, coaching is a kind of learning and the source of changing behavior, attitude and the interaction with the environment. The coach can have different roles such as councellor, advisor, system creator and interpreter (Memarzadeh, Tehran, 1394).

Business coaching was prevailed from the past by virtuosos, talented artists and athletes. They had coach who help them to reach the peak of their actions, as well as the coach who shows continuous feedback to his trainees to elp them how to increase their abilities and defeat the obstacles to reach achievement. Business coaches assist expert men and women who have problems in their professional way. The coache's responsibility is helping the employees to understand when their behavior is out of framework and clarify another substitutional behaviors guarantee their success. So the motivation of creating professional coaching caused by the modern society. Personaly it means the need of wise choice in life. In business it means the efficiency increase of human resources based on interior potential, reaching operational decisions and liability to innovative actions and workers' decisions (Michael Klarin, 2012).

Today, industrial coaching is universal which costs $1.5 billion annually. At the beginning of the 1990s, coaching was created as an industry in USA. Currently, coaching revenue is estimated about $750 million (Dian Brinan, 2008). The first efficacy coaching like Thomas Leonard, Lara Vitorus caused to create international coaching federation and its works arose an approach in middle of 1990s and developed the knowledge (Dian Brinan, 2008). Other organizations such as Kouch Vilk and International Coacing Association create so many years later. Using business coaches in trading results in increasing the manager capabilities can lead to grow trading results.

Background of the Study

The range of coaching as its definition today began in the beginning of 1980. Before inventing the word coaching, the active people in this field used the words like coach, counsellor, advisor and simetimes assistant. The field of coaching is well known nowadays and is a valid job. It is also said that this business will be as the second developing industry after IT jobs. According to the international business coaching federation there are about 16000 full and part time coaches all around the world. Their annual average income is $35-100 thousand or even more and more expert coaches earn more than this.

Klarin in her research "the act of teaching coaching and new trading business" deals with introducing new overviews in coaching. Paul Laverence and Ann White in an article titled "what is observing coaching and why is it important?" interview with 33 executive coaches from Australia/Newzland and 29 trainees about coaching dueties and in this article the concept of coaching observation which should be accepted by a competitive coach, is discussed. The Brify group which relies on international organizations works in creating standards for coaching reaction, is engaged in editing the business coaching capabilities. David Gray, et al in small to average business coaching cited the effective factors on managers' decisions and also managers' understanding in coaching process and receiving benefits.

Maria Duloris analyzes the effects of coaching on development and the employees' training by investigating coaching as a beneficial approach in business competition. Bender (2007), measured the effects of coaching on business in developing companies and the results of 200 entreprenears showed that business coaching has an indirect effect on the entreprenears' efficiency in the development of companies. Jessy Preni in an article titled "businss coaching analysis as a methodologic approach" analyzed the summary of three coaching recorded sessions.

Peter Hopkins in his research "business coaching: some of its basic challenges" generally examine the requirements and challenges and Dian Brinan in his article "coaching in America, processes and challenges" analyzed business coaching in details.

Regarding to the research about universal coaching done by Price Water House Copers and published in Spring 2007, coaching is an universal industry which costs $1.5 billion annually. This company evaluates coaching income $750 million in USA. This research was done among 30000 coaches all around USA and there are 5415 answers which 28% were replied by coaches who are not the members of international coaching federation. 50.6% of contributors are American.

According to Sarlak and Jalalian (1390), learning during the work with the purpose of replacement of supportive ways instead of directive ways is recently preoritized. Due to Danport Veprusak (2002), it depends on transfering abstract knowledge. Due to Falaherti (2005), coaching depends on changing the instruction of man's comprehension, it leads him to gain better results.

David Gray, et al in small to average business coaching cited the effective factors on managers' decisions and also managers' understanding in coaching process and receiving benefits. Maria Duloris analyzes the effects of coaching on development and the employees' training by investigating coaching as a beneficial approach in business competition. Bender (2007), measured the effects of coaching on business in developing companies and the results of 200 entreprenears showed that business coaching has an indirect effect on the entreprenears' efficiency in the development of companies. Jessy Preni in an article titled "businss coaching analysis as a methodologic approach" analyzed the summary of three coaching recorded sessions. Peter Hopkins in his research "business coaching: some of its basic challenges" generally examine the requirements and challenges and Dian Brinan in his article "coaching in America, processes and challenges" analyzed business coaching in details.

The Research Literature

People usually use coaching in order to get more information, grow and develop and the most important thing is that they easily want to grow and develop. Coaching helps them to reach their goal, so in coaching there is a connection between the coach and client caused to move, defined better purposes, gained new talents and reached more achievements. Achievement means earning more money with a satisfying life. People will become more serious by coaching, their efforts will be more efficient, their mood will be improved and follow their goals peacefully (Deraker, 2006).

The organizations in executive coaching invest on executive employees, managers and groups. The interior coaches are also organizational employees having other duties in association along with coaching. The organizations support the plans of interoffice coaching, may sign a contract with foreigner coaches, to support head executive officers and special projects. Considering coaching structure in various organizations indicates that there is no process coaches can choose and teach accordingly organize their works. Opting the coach and his duties for managing a coaching plan for both interoffice and formal foreigner coaches depends on human resources, managing development, organizational development, organizational ffect or the combination of all of them. Organizations often need the value and investing returning rate. Meril and Diana Anderson's article amout investing returning rate shows the tangible understanding of proving the investing returning rate in coaches' job (Anderson, 2005).

Definition of Competence

It refers to knowledge, attitude, versatality and other personal characteristics which effect on the essential part of a job and correlate with its performance.

Comparing to the completely accepted standards, competence can be measured and developed by experience and reeducation (Managing Project Institute, 2004).

Oxford dictionary (2003) defined competence as power, ability and capability of doing a job.

Kiv (1993) defined competence as the result of applying the knowledge and talent appropriately.

On the other words competence = talent + knowledge

The International Park Service Employs Association (2004) knows competence as a set of knowledge, talent and abilities in a special job allowing a person to reach success in doing duties. As it is seen, this definition adds talent components to the competence components.

Filport et al (2002) defined competence as a combination of required talents, knowledge and attitudes for efficiently playing a role.

Definition of Coaching

There are Some Definitions for Coaching:

Organizations/ Indexes   Different Coaching Definitions

American Heriteach Dic.: someone trains or leads the athletes or sport teams, someone gives instruction forexample in singing or playing, a tutor preparing students for exam.

Marshal Gold Smith: helping successful leaders for reading stable positive changes in their behavior, themselves, people and teams.

Tery Baken and kevin Spear: an informed negotiation with the purpose of simplifing the novel talents, understanding personal interests and organizational development.

Thomas Kerin: a comprehensive communicating process in which coaches prepare performance feedback for the trainees. The subjects include clear performance and related to the work (personal, interpersonal, technical) which affects on the coache's ability at involving in organizational and personal meaningful goals.

Antony M. Grant: a collective process focuses on the solution. It is also systhematic in which the process development, life experiments, autonomous learning and the coache's personal growth will be simplified.

John Whitemer: individual potential for improving the efficiency.

Philip Rusensky: the ability of simplifying and releasing person's capabilities to reach the vital and meaningful purposes.

Business Coaching

Business coaching includes most of the interactions between the trainer and trainee generally focuses on the work place and personal improvement. Coaching dialogues are common and they focus on finding a solution (Setabr & Geranet,

2006). Coaching interference is usually systematic simultaneously with trainees' actions during coaching sessions. Most of coaching sessions last 30 minutes to 1 hour and coaches work with their trainees about 3-6 months (Geranet & Zakun, 2004).

Business coaches individually work with the employees to identify personal abilities and specific fields that maybe improve chances in some duties, or in some cases of nonstop employing. It is not important how much talented a person is, untold successful factors such as the ability of creating positive business connections, work efficiently as a member of a group and willing to try for reaching the goals affect on the efficincy of the occupation.

Coaches are courageous to tell the untolds "otherwise, the coach maybe dubious or even does not have the ability of helping people to improve their professional talents.

Notable coaching researchers declare that randomly controlled tests should be standardized and it helps coaching to change into an experimental action (Geranet & Kavang, 2004; Camp, 2008; Staber & Geranet, 2006). Two grous are used in different kinds of controlled tests: in the first group interference in coaching happens (interference group). The other group is similar to the first one in structure but there is no interference (control group). The variables may affect on coaching (dependant variable), will measure in the experimental group before and after coaching. The variables will measure simultaneously in the control group. Interference group receives a kind of coaching and control group prepares a criteria to understand what will happen if there is no coaching.

METHODOLOGY

As researches devide into three categories: basic, practical, research and development, the current study is research and development. The main goal of this research is providing and editing plans, in a way that an unknown particular position is recognized at first and according to research findings, special plans are edited.

This study is used mixed exploratory ways- typology model- as a research guidline. There are four original models for mixed approaches: plurality, secret (nested), descriptive, exploratory and typology model (Krisol, 2007).

Required Model in the Current Study and Reasons

By considering the subject and goal, using suitable exploratory and typology model is recognized after examining the available vital design. Because at first stage, the expected competence of business coaches in Iranian companies should be explored in statistical society and then due to acquired process model from the first stage, the hypotheses should be revised and studied on people.

Regarding to the studies and interviews with elites and experts in coaching, for fulfilling, recognizing and evaluating the required competence of business coaches the final model of questionnaire is achieved at last:
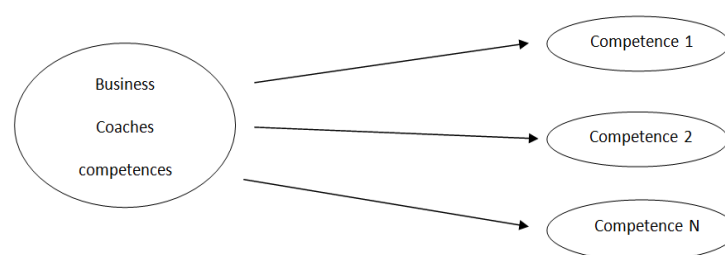

Figure 1

The Hypotheses

- **Main Hypothesis**

o Business coaching requires the special competence knowledge in developing of start-up companies.

- **Supportive Hypotheses**

o Identifying and applying business coaching competence leads to personal growth in start-up companies.

o Identifying and applying business coaching competence leads to organizational growth in start-up companies.

Statistical Analyses

After determining methodology and gathering required data for testing the hypotheses, now it's the time to categorize and analyze the collected data by using appropriate statistical techniques and finally test the hypotheses lead the researcher up to this level and find the answer of the hypotheses (Khaki, 1387).

Descriptive and inferential analyses are used in this research. For analyzing descriptive data, SPSS version 20 and for analyzing the hypotheses in inferential data, LISREL and structural equations are used.

After computing the research by Cronbach's Alpha index, the accepted number 0.957 which is more than 0.7 has achieved.

Table 1: Case Processing Summary

		N	%
Cases	Valid	187	100.0
	Excluded[a]	0	.0
	Total	187	100.0
a. Listwise deletion based on all variables in the procedure.			
Reliability Statistics			
Cronbach's Alpha		**N of Items**	
.957		86	

Table 2

Characteristics	Distribution			
Gender	Female: 63 (34%)	Male: 123 (66%)		
Age	20-30	30-40	40-50	
	79 (39%)	89 (47%)	24 (13%)	
Education	Associate	Bachelor	Master	Doctoral
	7 (4%)	88 (47%)	79 (42%)	12 (7%)

KMO test: ensuring about the factor analysis and sampling proportionality, KMO is evaluated. Serni and Kayersbelieve that when KMO is more than 0.6, it shows that the sample is sufficient for analysis and applying factor analysis does not have any problem (Mehregan et al, 1387) and you can do the factor analysis for KMO between 0.5 and 0.6. Checking the cohesion of phrases with the whole questionnaire indicated that the acquired number was appropriate, because KMO was lower than 0.5; the first questionnaire was rejected. Checking the phrases factors with the whole questionnaire showed that sentences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 at first stage caused to increase the adequecy data up to 0.432 and Bartlett's number of 2556 with significance of 0.000 but the adequecy of data is not desirable.

By the way, rechecking the range of phrases Kronbach's Alpha and all of the factors showed that omitting questions 39, 41, 62, 66, 68 and 82 with factors lower than 0.8 caused to increase the adequecy of data up to 0.582 which is suitable for data analysis. Proceedingly omitting questions 54, 55, 64 and 85 with factor loads lower than 0.8 could result in improving the adequecy of data up to 0.603 but by omitting these questions, the number of software suggested factors would not be changed from 17 factors, so the same amount of variables were considered based on suitability of Kronbach's Alpha, KMO and Bartlett for turning appropriate variance.

KMO and Bartlett's test of sphericity after rotation

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.582
Bartlett's Test of Sphericity	Approx. Chi-Square	21645.276
	df	2080
	Sig.	.000

The whole amount of variance: the table shows that the available variables can be changed into different factors can cover some percentages of required variance and also shows the fluency of questions (Mehregan et al, 1387).

Calculating first factor matrix indicated that 17 factors that value more than 1 and cover 86.86% of the whole variable's variance. In the other words, there are 17 factors among 28 first indexes that 86.86% of changes have been tested for all of the indexes.

Rotation for final answer and interpreting

Special changes were done on the factors to let the components interpret the data connection. In most cases where variables depend on some factors, interpreting is difficult. Therefore there are some methods in which the interpretation will be easier.

Researching about the variables connections and labeling factors, some researchers consider the factors more than 0.5 and aften 0.6 meaningful and the factors less than this number is considered zero (random factor) (Rasul F. et al, 1380). Obviously, the more amount of factors in a question, the more influence of the question will be. The current researcher considers the least amount of 0.7, so some of the indexes are intended as a random factor and omitted because of being less than 0.7. Hence, it won't be used in other analyses.

Creating factors criteria and using them in factors labeling analysis

According to factor analysis on 65 accepted variables, 17 factors are identified as basic factors. These 17 factors are labeling as follow:

Table 4

Factor	Subject
F1	Asking active questions
F2	Active listening
F3	Simplifying comprehension
F4	Coaching and business equation
F5	Stop needing coaching control
F6	Comprehensive improvement activity
F7	Business understanding and knowledge
F8	Showing talent in system consideration

	Table 4: Contd.,
F9	Improvement and liability management
F10	Setting goals and plans
F11	Focusing on the goals
F12	Developmental concepts understanding of organization
F13	Ability of creating chances
F14	Creating resilience
F15	Feedback
F16	Creating trust and confidence
F17	Act as an efficient model

Kolmograph- Smirnoph Test

After gathering questionnaire data, KS test is used to evaluate normal distribution of statistical society. Based on required data, it is concluded that the significance of factors is less than 0.05 and the distribution is not normal, so nonparametric tests were done.

Correlation between Variables

In conclusion if the correlation between two variables is less than 0.25, it means their relation is weak. If it is in the range of 0.25-0.6, it is medium and if it is more than 0.6 it means there is relation between two variables.

Analyzing Spearman correlation resulted that there is correlation between factor 1-7, 2-1, 6-1, 7-1, and 9-1. In fact there is correlation between asking active questions and active listening, comprehensive improvement, business understanding and knowledge, improvement and liability management.

Regression analysis is also used for analyzing the effect of business coaching on comprehensive improvement evaluation.

Regression Test

Table 5: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.999[a]	.999	.999	.01226	2.067

According to the above table, Adjusted R Square is 0.999.

Regression Variance Test

Table 6: ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.714	17	1.395	9278.232	.000[b]
	Residual	.025	169	.000		
	Total	23.740	186			

As the significance is less than 0.05, the regression model could define changes in dependent variable.

Coefficient Test and Meaningful Factors in Regression

Table 7: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.016	.016		-.948	.345
	F1	.229	.004	.343	62.791	.000
	F2	.112	.003	.171	43.352	.000
	F3	.097	.002	.135	41.940	.000
	F4	.066	.003	.099	20.427	.000
	F5	.034	.003	.042	12.394	.000
	F6	.047	.003	.067	16.805	.000
	F7	.041	.002	.069	18.671	.000
	F8	.062	.002	.083	26.547	.000
	F9	.041	.003	.054	15.115	.000
	F10	.036	.002	.079	19.990	.000
	F11	.057	.002	.087	23.602	.000
	F12	.019	.003	.026	6.937	.000
	F13	.072	.003	.110	28.347	.000
	F14	.015	.002	.035	8.956	.000
	F15	.053	.003	.068	19.419	.000
	F16	.012	.002	.027	7.410	.000
	F17	.009	.002	.016	4.740	.000
a. Dependent Variable: F18						

In the above table the meaning of each factor is given. According to the significance column, all factors with level lower than 0.05 have effect on business coaching competence. Due to Beta column, it is concluded that the act of asking questions and then effective listening has the most effect on business coaching competence.

Factors Importance Similarity

Friedman test is used to test the similarity the importance of business coaching competence.

Friedman Test

Table 8: Test Statistics[a]

N	187
Chi-Square	236.816
df	16
Asymp. Sig.	.000
a. Friedman Test	

In the above table as you see, the significance is less than 0.05 and it shows that the importance of factor based on business coaching competence is not same.

The analysis of business coaching competence factors

In an exploratory factor analysis, the 17-known factors which are business coaching competence are identified. Proceedingly, the evaluation of acquired model from the first level is done.

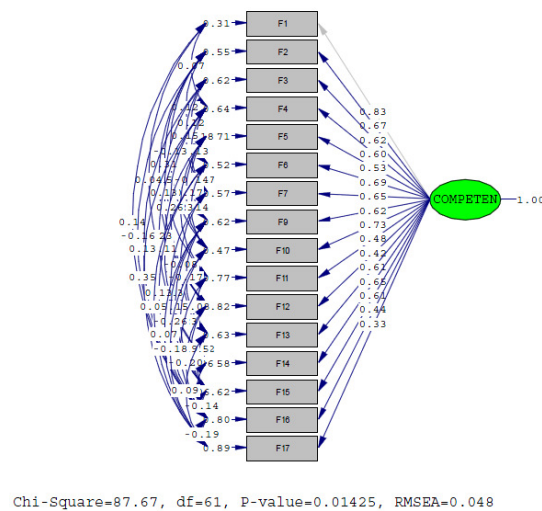The evaluation model of standardized business competence factors

Chi-Square=87.67, df=61, P-value=0.01425, RMSEA=0.048

Figure 2

Suitable Indexes of Conceptual Model

Table 9

Suitability Index	Symbol	Quantity	Interpretation
X^2	X^2	87.67 (P=0.014)	X2 test does not confirm the exact suitability of model with shown data (p<0.05)
X^2 devided to degree of freedom	X^2/df	1.43	Confirm the suitability of model
Average square of approximate error variance	RMSEA	0.48	The model is suitable (<0.08)

X^2 is tested the hypothesis which is in harmonious with the variables patterns. Lower amount shows more suitability.

X^2 with 61 degree of freedom is 87/67 (with significance level 0.014). As significance level is lower than error rate 0.5, so that X^2 is rejected the suitability of model with data, whereas RMSEA and proportion of X^2 and degree of freedom is sufficient, the suitability of model is accepted.

The tested X^2/df equals 1.43 which is low amount so the suitability of model is accepted.

Moreover, RMSEA is 0.048% meaning the approximate degree of model. Whatever the cited index is less, the approximate error rate will be lower and then the model will be suitable. So, due to being lower than the average index of RMSEA (0.048 < 0.08) it is concluded that the approximate degree of model is less and the model is suitable enough.
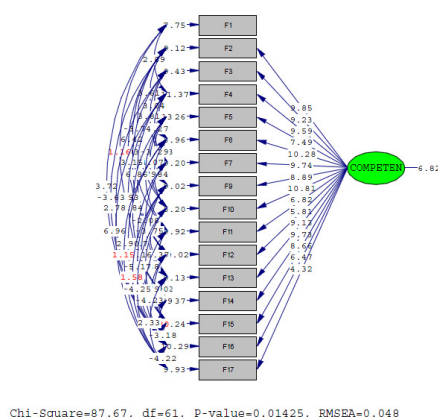
T-value of business coaching competence factors

Chi-Square=87.67, df=61, P-value=0.01425, RMSEA=0.048

Figure 3

CONCLUSIONS AND SUGGESTIONS

In the current research by considering the subject and goals, the mixed exploratory and typology model was selected. Because at first the expected competences of business coaches should be recognized in improving Iranian start-up companies by descriptive data collected from coaching association and International business coaching organization and Brify group which had a wide range of studies on business coaching competence. Thenafter the research hypotheses should be tested quantitily. After the first examinations of business coaching competence, the studied competences for required society was extracted by doing qualitative interview with experts such as professors and some interoffice and intraoffice managers. As the result some effective factors were identified and during coding process by researcher and professors, questionnaire was categorized.

The categorization resulted that 17 factors in 65 fields are prioritizes which can lead to edit the questionnaire.
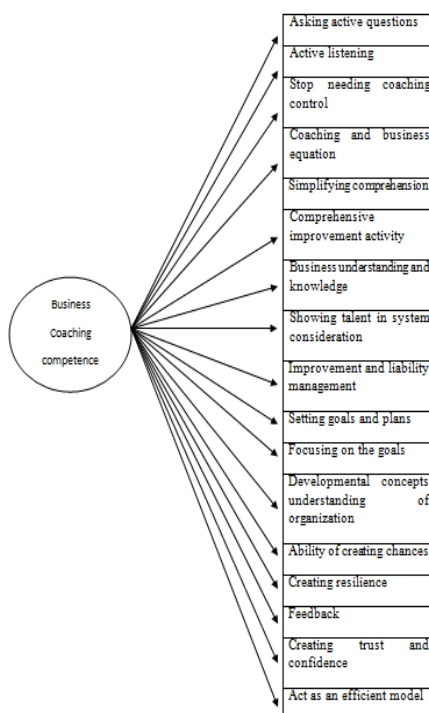

Figure 4

After distributing the questionnaire and data analyses by statistical analyses test and nonparametric tests about the questionnaire, the factors were valid, stable and suitable enough. According to the table, the effective relation between the factors and coaching competence was indicated.

Based on the table, the fact of asking active questions with 83% and the improvement and liability management are the most important factors. Acting as an effective pattern with 33% and then feedback with 44% has the least effect on business coaching competence. It means that the fact of asking active questions and improvement and liability management are so important. The managers like to be askedattractive questions and to be developed their improvement.

Administrative Suggestions based on Doing the Research

Due to acquired results, operational suggestions are introduced for business coaching in which all of the reccomendations are discussed based on theoric basics from data analysis. The suggestions are as follow:

- According to the improvement and effect of International business organization and business coaching association on companies and due to the effect of coaching on personal and organizational start-up companies' growth and risks decrease, it is offered organizations to apply inter and intra office coaching and take into consideration all aspects of personal and organizational growth.

- Due to applying of coaching in organizations and high income of different aspects of life, organizational, personal; and due to the effect of coaching on risk decrease and efficiency increase, it is suggested that people with coaching ability should think about the approaches in business coaching to earn money by their knowledge and experience and revenue transfering specially in start-up companies needed intraoffice coaching.

More Suggestions for Further Researches

Research is an infinite process and during each study, more contexts are introduced for research, this is an action called infinite process. According to the previous findings, some suggestions for further studies are given:

- It is offered to do this research at universities for identifying business coaching competences in students' growth and choosing better job in the future.

- It is offered to examine the effect of business coaching competence on organizational quantitative improvement and by MADM. MODM approaches in order to understand which competence is more effective in personal and organizational growth.

- It is offered to do researches in start-up and developed companies in industrial cities and High Technology Parks with the purpose of analyzing the role of business coaching in order to understand on which part of economical, cultural and quality growth, business coaching has more effect.

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